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ABSTRACT

The document presents a summary report of a workshop on the implementation of career education which involved 40 educators from seven small school districts in southwest Missouri. Three major teaching strategies were presented and practiced by the participants. They included: (1) the person-centered interview (in-school and out of school), (2) the career visit (with people working in the school and people in the world of work), and (3) the development of learning activity packages by individual educators within selected subject matter of their choice. A pre- and posttest appraisal was utilized. Appended materials make up two-thirds of the document and include (1) the career education questionnaire designed to identify teacher attitudes toward career education and (2) the results of the survey administered on a pre- and posttest basis to 39 public school participants (teachers, counselors, and administrators). An analysis of the collected data revealed that the participants were more positive in their attitudes toward career education after the workshop. A list of the participanting school districts in included. (Author/EC)

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AN OVERVIEW OF A COMPLETED CAREER EDUCATION PROJECT: A PROPOSAL TO INITIATE A CAREER EDUCATION PROGRAM INTO SEVERAL PUBLIC SCHOOL DISTRICTS OF SOUTHWEST MISSOURI

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The subsequent summary report reflects a three and a half month funded Career Education project which included 40 educational personnel from 7 small school districts in Southwest Missouri. Funding was granted through the Missouri State Department of Education, December, 1974.

The 40 educators represented diverse educational backgrounds and job assignments. They were screened and invited to join the project after consultation with the school districts involved. The above school districts represented 6,840 students and 366 teachers (K-12). It is the writers' judgement that without this funded grant these 40 educators would not have been exposed to the philosophy and awareness of Career Education.

The 7 school districts participated in the project as individual teams (5 from each district with a composition of 1 administrator, 1 counselor or librarian, and 3 classroom teachers) and worked toward fulfilling the objectives of the grant proposal. Selected objectives for the project were as follows:

(1) Construction of a personal and accurate definition of career education. For our purposes, we defined Career Education as follows: Grades K-6; Career Awareness which included developing foundations for wholesome attitudes toward work and society. Grades 7-10; Career Exploration which

included exploring key occupational areas and assess own interests and abilities. Grades 11-12; Career Preparation which included utilizing Career Clusters to acquire occupational skills and knowledge for entry level employment and/or advanced occupational training. Grades Post-High School and Adult; which included involvement in developing specific occupational knowledge and preparation in a specialized job area.

(2) Identification of procedures for implementing Career Education into their existing instructional programs.

(3) Identification of the roles of the classroom teacher, administrator, and counselor (or librarian) as each relates to Career Education.

(4) Development and/or maintaining a positive attitude toward Career Education.

(5) Construction of Career Education Learning Activity Packages which will serve as models for subsequent dissemination and instruction at the building level.

(6) Develop and construct (in relation to their community) a "Guide of Resource Personnel File" which will be made available for district wide utilization.

(7) Develop a "Career Resource File" which will be made available for district wide utilization.

(8) Review a minimum of four commercially prepared Career Education Programs and be able to instruct other educators as to how each may be used in a classroom setting.

(9) Develop expertise in interviewing techniques and practicing the interviews via real live subjects in the classroom setting.
(10) Orientation to and utilization of career clusters.
(11) Write proposals for Career Education Programs.
(12) Collect and analyze base-line data the first week of the project via a pre-test. Also, collect and analyze data at conclusion of project via post-test assessment.

In summary, three major teaching strategies were presented and practiced by the 40 participants in the project. They were as follows: (1) the person-centered interview, both in-school and out of school; (2) the career visit : (a) within the school itself to learn about the people who work there and (b) the walking visit into the school neighborhood or a bus trip to interview people in the world of work; and (3) development of learning activity packages by individual educators within selected subject matter of their choice.

A pre and post test appraisal was utilized in the project and the results are presented in Appendix I. After studying Table I and the accompanying data it is the writers' judgement that the project's objectives were indeed attained. The participants themselves overwhelmingly were of the opinion that the project was very worthwhile and that they could utilize the concepts of Career Education in their teaching, counseling, and administration.

APPENDIX I

CAREER EDUCATION QUESTIONNAIRE
Missouri Southern State College

Part I

DIRECTIONS: The following statements are designed to identify the feelings, attitudes or judgments you have about career education. There are no right or wrong responses. Mark the response on the ANSWER SHEET which best describes how you feel about each statement.

1 = You strongly agree with the statement.
2 = You generally agree but with qualification.
3 = Undecided -- It is important for you to agree or disagree with the statement.
4 = You generally disagree.
5 = You strongly disagree with the statement.

RESPONSES

1. The choice of an occupation is one of the most important decisions a person makes in his life. (1 2 3 4 5)
2. Students presently know for which occupations they are best suited. (1 2 3 4 5)
3. Teachers are well prepared to teach in career education programs. (1 2 3 4 5)
4. Career education should be concerned with helping each student develop a positive self image. (1 2 3 4 5)
5. Career education should be concerned with helping each student develop a desire to work. (1 2 3 4 5)
6. Schools have a responsibility to help students develop career objectives. (1 2 3 4 5)
7. Job market outlook and forecasts should be considered strongly in helping students plan careers. (1 2 3 4 5)
8. Work experiences should be a vital part of a program of career education. (1 2 3 4 5)
9. Career education is for those students who are not able to succeed in an academic program. (1 2 3 4 5)
10. A major purpose of career education should be to assure an adequate work force. (1 2 3 4 5)
11. The process of a student choosing an occupation should be influenced. (1 2 3 4 5)
12. Courses such as art and music would be damaged if centered around careers. (1 2 3 4 5)
13. An effective program of career education would lower the school dropout rate. (1 2 3 4 5)
14. Most high school graduates are not prepared to enter the working world. (1 2 3 4 5)
15. As part of the high school program, students should be permitted to leave school during the day to work. (1 2 3 4 5)
16. The quality of education would be lowered if centered around careers. (1 2 3 4 5)

1= You strongly agree with the statement.
2= You generally agree but with qualification.
3= Undecided -- It is important for you to agree or disagree with the statement.
4= You generally disagree.
5= You strongly disagree with the statement.

17. Career education will raise the career ambitions of students. (1 2 3 4 5)

18. All education should be career education. (1 2 3 4 5)

19. The focus of the academic disciplines should be related to the career plans of each student. (1 2 3 4 5)

20. Career education programs have little value for the college bound. (1 2 3 4 5)

21. A goal of career education should be to develop an appreciation for work. (1 2 3 4 5)

22. The present high school vocational education courses teach students enough about the world of work. (1 2 3 4 5)

23. Every student should graduate from high school with a salable skill he can use on ajob. (1 2 3 4 5)

24. Elementary school would be better if centered around the world of work. (1 2 3 4 5)

25. Students going on to college should not make their career plans in high school. (1 2 3 4 5)

26. The guidance department should carry the primary responsibility for career education. (1 2 3 4 5)

27. There are areas in the school program more important than career education that need our time, money and effort. (1 2 3 4 5)

28. Career education is the same old thing with a new label. (1 2 3 4 5)

INFORMATIONAL-FACTUAL SECTION

Part II

29. Generally speaking, which of the following would be acceptable roles for the classroom teacher in a fully developed career education program? Mark all correct items.
    1. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.
    2. Help pupils acquire and use good work habits.
    3. Help pupils establish themselves permanently in good jobs.
    4. Help pupils develop and clarify meaningful work values.

30. The role of the business-labor-industrial community in career education includes which of the following? Mark all correct items.
    1. Provide observational and work experience opportunities for students.
    2. Serve as career development resource personnel for teachers.
    3. Participate in career education policy formation within the school program.
    4. Explain to classroom teachers how career education is to function in their classrooms.

31. The Individual Learning Packets or modules are generally based on which of the instructional concepts listed below.
    1. Performance based contract, or learning for mastery.
    2. Brainstorming.
    3. Learning through inquiry.
    4. Learn teaching and flexible scheduling.

32. Which of the following is a commercially available career education program?
    1. LAPS
    2. Sandrin and Steere's Super Career Education Program
    3. Discovery
    4. Ventures in C. E.

33. Though desirable for teachers to know, which of the following is not a characteristic of a good behavioral objective?
    1. identify the terminal behavior by name.
    2. specify the criteria of acceptable performance (proficiency).
    3. include learning activities that are in accordance with learning theory.
    4. describe the conditions under which the behavior will be expected to occur.

34. To the best of your knowledge, does your school or district maintain a students' resource file on Career Information?
    1. Yes
    2. No
    3. I have no idea

35. Which of the following best describes the availability of career resource speakers to your school?
    1. our educational community is not significantly limited in this respect
    2. our educational community does not have adequate resources.
    3. no opinion

36. Is there a "Career Field Trip File" available to your district's teachers?
    1. Yes, I believe so
    2. No, I don't believe so
    3. I really don't know

37. Is there in your district a file listing possible resource speakers who if contacted would speak to class members?
    1. Yes 2. No 3. I really don't know.

38. Do you feel that you are well versed on the availability of career education resources within your educational community? school district?
    1. Yes 2. No

39. Career education emphasizes career awareness at the junior high school level but not at the elementary school level.
    1. Yes 2. No 3. I really don't know.

40. Writing proposals for funded grant awards in Missouri need not include behavioral objectives and a system of evaluating end results of the proposed project.
    1. Yes 2. No 3. I really do not know.

41. Clusters refer to:
    1. pods or carrels in open classrooms
    2. models for teachers to emulate
    3. students who are grouped together by ability
    4. a and c
    5. none of the above

42. Interviewing, as may be carried out by elementary and secondary students, is not a legitimate component of career education.
    1. True 2. False 3. I really do not know.

43. During 1970-71, 3.7 million students left formal education.
    1. True 2. False 3. I really do not know.

44. A student's self-concept or image of self has little bearing upon career choice or choices.
    1. True 2. False 3. I really do not know.

Career Education Survey
Pre and Post Assessment

The following report is based on a survey that was administered on a pre and post basis to thirty-nine public school participants of a funded career education program held during Feb-May 1975 at Missouri Southern State College. The participants were teachers, counselors, and administrators from seven small school districts within a 60 mile radius of Missouri Southern State College. A statistical analysis of the data can be found below in Table 1.

Instrument. This survey used an attitude type instrument scaled by the 'Likert' method. The instrument consisted of 44 statements concerning career education related concepts. The items were counterbalanced to control for a possibility of positive or negative 'set'. The items were assigned response categories from five through one, with five being on the 'most desireable' response. The survey is in Appendix 1.

Results. Table 1 shows the pre and post results. The means, standard deviations, one-tailed t statistics (independent tests with 76 degrees of freedom), and p's (0.05 and 0.01 levels of significance) are shown. The 0.05 level isnoted by '*' and the 0.01 level by '**'. Those items reaching the .01 level were as follows: 5, 8, 9, 16, 17, 29, 30, 34, 35, 36, 37, 40, and 43. Those items significant at the .05 level were: 1, 3, 6, 7, 12, 13, 14, 15, 18, 22, 24, 25, 26, 27, 28, 31, and 41.

A rise in the post score indicates the Ss' attitudes toward the item changed in a desirable direction. If the post mean scores remained the same, or relatively the same, this indicates that the attitudes toward the item have remained the same; and of course, a decrease in a post mean indicates a shift of attitude in an undesirable direction. A mean score of 4.0 or

better typically indicates a 'desirable attitude' on an instrument like this. Each item must be read with scrutiny to determine the nature of the attitudinal change if there was a significant difference in the pre and post means.

Table 1.

Career Education Center Survey
Summary Results

Item	Pre Survey Norms		Post Survey Norms		t	p
	$\bar{X}$	S	$\bar{X}$	S		
1.	4.789	0.474	4.950	0.220	-1.932	*
2.	1.789	0.874	1.707	0.901	0.410	
3.	1.973	0.821	2.325	0.888	-1.810	*
4.	4.342	1.168	4.642	0.983	-1.249	
5.	3.972	1.363	4.714	0.553	-3.234	**
6.	4.394	0.945	4.707	0.588	-1.804	
7.	4.289	0.983	4.682	0.471	-2.293	*
8.	4.052	1.113	4.756	0.699	-3.388	**
9.	1.500	0.892	1.256	0.442	1.552	
10.	2.631	1.217	2.634	1.240	-0.009	
11.	3.270	1.216	3.487	1.206	-0.791	
12.	1.710	0.927	1.292	0.715	2.251	*
13.	4.342	0.814	4.634	0.487	-1.949	*
14.	4.157	1.053	4.512	0.745	-1.735	*
15.	3.973	1.026	4.435	0.680	-2.334	*
16.	1.783	1.031	1.731	1.183	0.206	
17.	4.078	0.850	4.487	0.596	-2.488	**
18.	2.447	1.389	3.219	1.508	-2.360	*
19.	3.894	0.863	3.951	0.739	-0.312	
20.	1.605	1.001	1.487	0.977	0.527	
21.	4.315	1.042	4.365	1.112	-0.205	
22.	2.157	1.127	1.682	1.105	1.882	*
23.	3.736	0.977	3.536	0.977	0.909	
24.	3.105	1.331	3.512	1.306	-1.370	
25.	2.184	1.291	1.682	1.127	1.840	
26.	2.282	1.145	1.850	1.026	1.766	*
27.	2.552	1.031	2.097	0.888	2.104	*
28.	1.842	0.973	2.238	1.122	-1.677	*
29.	3.947	1.432	2.916	0.500	4.087	**
30.	4,487	0.790	3.000	0.478	0.757	**
31.	3.277	0.848	3.702	0.938	-2.026	*

Table 1. cont.

Item	Pre Survey Norms		Post Survey Norms		t	p
	$\bar{X}$	S	$\bar{X}$	S		
32.	3.250	1.130	3.486	0.837	-1.017	
33.	3.315	1.254	3.277	1.003	0.143	
34.	4.263	0.759	4.861	0.424	-4.146	*
35.	4.263	0.554	4.888	0.318	-5.909	**
36.	3.921	0.587	5.000	0.000	-11.018	**
37.	3.736	0.554	4.944	0.232	-12.100	**
38.	4.078	0.273	3.968	0.984	0.738	
39.	3.894	0.559	4.055	0.232	-1.598	
40.	3.710	0.611	4.000	0.000	-1.841	**
41.	2.400	2.100	1.500	1.158	2.194	*
42.	3.947	0.612	4.000	0.000	-0.515	
43.	3.717	0.944	4.780	0.612	-5.998	**
44.	3.973	0.283	4.000	0.000	-0.556	

*p=0.05 (t=1.667 for independent, one-tailed)
**p=0.01 (t=2.383 for independent, one-tailed)

Conclusions. The information and analysis shown in Table 1. above reveals that the workshop participants were more positive in their attitudes towards career education after the workshop. Some of the t statistics above indicate a much larger change than others, and several are considerably below the 0.01 level of significance. By analyzing each item on the instrument, information that may help to improve workshop instructional objectives and activities might be generated.

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List of Participating School Districts

1. Diamond, Missouri Public School District
2. Sarcoxie, Missouri Public School District
3. Jasper, Missouri Public School District
4. Liberal, Missouri Public School District
5. Dronaugh, Missouri Public School District
6. Seneca, Missouri Public School District
7. Pierce City, Missouri Public School District